SESSION 6 – CAREER DEVELOPMENT FOR ADULTS RE-ENTERING THE WORKFORCE

TABLE 1

Question 1

- There should be a focus on individuals and employment services should use tools fro ensuring a tailored personalized service to return to labour market

- Indigenous groups: in Botswana bush people have been left without assistance in literacy or access to work. The Government has intervened to move the group to a new location in order to access services. The bush people have experienced issues caused by low rainfall and the impact of that on the environment and therefore on their way of life. This relocation has triggered support services for literacy and developing an understanding of the world of work through entrepreneurship as a way of offering more proactive facilitative services.
- Effects of drought are drawing people off the land and this is forcing action of support through proactive, preventative

- More personalized services to work with individual needs to eradicate a culture of "learned helplessness" and benefits dependency

- 1 stop shop services in Denmark. Do ensure a seamless service and less the opportunities to drop out. This is mostly remedial and has a threat of 'punishment' and knowing what is best fro people. Success is measured by entry to jobs and not on sustaining a place within the workplace. Funding drives this approach. Often poor jobs choices are made to "play" the system.

- In mental health terms there are positive campaigns within society to help integrate people with mental health problems and change attitudes in society towards people with illnesses eg. encourage employers to engage from this group where 1 time they would not. Driving cultural and attitudinal change.

- Discussion covered the effect of family breakdowns and changes on the support mechanisms for disenfranchised marginal groups. How does the societal change affect how career development should be organized- remedial or proactive.

- Poland: disconnect between public employment services and career development in high levels of unemployment (17.5%) with focus on long term and low skills.

- Given the examples of services around the world there is a focus on services based on individual needs. This means we need a mix of both proactive and reactive services **and** we need to consider carefully the limited resources we have to meet these individual needs. A personalized tailored service is needed to support sustained return to the labour market, within the management resources available.

TABLE 2

Question 1

- Australia
  - More reactive
  - Affected by payment services (unemployment benefit)
  - New reform agenda will give people little or no choice
  - Need a more proactive Welfare to Work Agenda
  - Passive approaches in the past have destroyed communities
  - Development of work incentives

- Ireland
  - Set programs for up to 2 years (from age 15)

- New Zealand
  - Good practice in cultural appropriateness

- Helmut – ETF
  - Low income countries are not proactive (even if policy recommends this)

- Ireland
  - Proactive when economy doing well

- India
  - Highly decentralized (to level of village)
  - Jobs guarantee scheme: responsibility of community good – no choice (take what you are offered).
  - Welfare paid out of community bank – for all marginalized people.
  - Do not want a Welfare Policy nationally

- ETF
  - Issue of access to support / training
  - Active labour market measures – can be poor quality.

- Scotland – Highlands & Islands
  - Development of a population trend to increase population through attracting new people in and help people already here to participate more fully.
  - Partnership with local authorities and Job Centre Plus.

Key Points

- As countries become less welfare dependant and dependant on State provision, public employment services become increasingly more proactive.

- Public employment services should seek to be more multi-faceted, customised and collaborative to meet needs of target group.

TABLE 3

Question 1

- Different models of services required for persons with disabilities between those long-term disabled vs. those hurt at work, and how returning to work.

- Different service / expertise required for mental illness vs other disabilities

- Migrants –not just language provision,, but cultural needs and connecting with networks

- Should there be policies to provide language training to first generation immigrants (eg. grandparents who have been here for years and still only speak their native tongue).

- Can employers be harnessed to help migrants with orientation to life skills eg. how to use bus and get around the city, even if they do not have language.
  - Even for skilled migrants
  - This gets at proactive, preventive side

- Need to find out their needs; don't assume you have the answer, especially if designing it based on common norms

- Need specific communication skills to deal with the unique needs / scenarios with every group

- Organisations in UK have stress audits – need to get away from adversarial aspect to illness eg. workers compensation. –If they get labeled through that process it is difficult psychologically, and although they are deemed to be 'unable' to work, it might just be that they can't do that job, but there may be other jobs they could do, which would help them feel better about them selves because they are contributing

- Should set up benchmarking and evaluation framework at start of delivery of a program, not afterwards. It can help determine upfront whether a program can actually achieve the 'mission'.

Key Points

- Customisation or different, adapted models of service need to be considered and developed based on the needs of the client ie. Research their needs, not what you think their needs are, or 'showing our way' to them
  - eg. differentiation of migrant groups (culture, language)
  - eg. differentiation by type pf disability or mental illness

TABLE 4

Question 2

- Effectiveness of services limited by a focus on the supply side – discrimination impedes on the demand side

- In Canada, significant resources devoted to providing services to disadvantaged groups

- There is a social equity issue when discussing delivery questions

- The Norwegian model quoted as an illustrative example of how to involve private sector employers (paid incentives)

- In South Africa focus has moved from career development to employment development; allhough delivery of life skills

- The schools provide services for students with disabilities and provision of incentives to employers (Luxembourg)
  - No issues with immigrants (language training readily available)

- Europe –wide efforts to better integrate people with disabilities into the labour market

- Issue is lack of awareness about the services available –for services targeting persons with disabilities (in Australia) and Aboriginals

- Efforts have been put in place in situations of dramatic economic restructuring ie textiles

- Services are available but they lack coordination
  - Trying to improve on this situation in Norway

- Discrimination against persons with disabilities is still a major issue

Key Points

- The services are out there in some generic form, but:
  - Community awareness levels are inadequate, and
  - Those services are delivered in ways that are disparate and inconsistent

TABLE 5

Question 2

- USA
  - Native American AIDS Group. Learn from this. "The message needs to be shaped to the identified group."

- South Africa
  - Whole thing has to be collaborative.
  - Network creation is key. Although process is slower, it is more thorough and provides stakeholder group buy-in!
  - Above point brings in policy issues.

- Ireland
  - Services targeted at identified groups – e.g. women (after childbirth), adult unemployment.
  - Don't have big indigenous groups to deal with.
  - Economic boom created need to bring people back to work.

- Finland
  - Service centres – quicker turnaround is key focus to minimise time of unemployment.
  - e.g. long-term unemployment is harder to turn around.

- OECD
  - World Bank Columbia Project – policy must be long-term – focussed on generic & specific needs.

- Question be aware of consequences of changing an environment. e.g having more women at work will stunt population growth.

- Different career services are required.
  - South Africa have great policies **but** there is a huge gap in the action plan.
  - Resources are lacking at the coal face.

- **Note:** Making policy is the easy bit. Implementing is the hard part.
  - Individual needs of the customer need to be identified.

- Focus and monitor gaps in system and continually target areas identified in this gap analogy. (Gaps refer to new and growing unemployed groups).

- One Stop Shop: German and Japan –Job café – founded by government for a maximum of three years. Then they must fund themselves.
  - Toyota and Tokyo Disneyland have great models to learn from

- Collaboration –Importance of this at all levels.
  - May have a policy that cannot be implemented
  - Horizontal and vertical collaboration need to be identified and works.
  - Highlighting the need to collaborate with cultural communities

Key Points

- Identify gaps
    - Policy and practice and resources to implement
    - Demographic groups

- Cultural communities need to be identified –needs assessed.

- Collaborate in needs analysis and service provision.

- Collaboration between and across departments and agencies – horizontally and vertically.

TABLE 6

Question 2

- Effectiveness is increased by
    - Training in cultural sensitivity/multi-cultural competence and sensitivity
    - Working in cross functional teams (allied professionals)

- Employment of individuals from within such communities into particular projects, through public policy (Vancouver agreement)

- Within initial or CPD that both career practitioners and public employment service providers would receive training in community capacity building (Canadian Standards and Guidelines)

TABLE 7

Question 2

- Focus of our conversation
    - The mandatory versus voluntary element of the intended services to a given target group

- Issue of 'how to motivate" the target group for which the service is voluntary intended e.g. use the community for which 'trust' is present.

- How do we evaluate the impact?
    - Eg. Immediate employment? Or end? Proactive? Preventative?

- Combination of both
    - Eg. Australia has program for women re-entering

- Question of resources

TABLE 8

- Effective approaches (within Italy, Finland, NZ, Canada) is having both specialised career services for PwD, aboriginals, migrants, women returning to work, youth – in addition to general public employment centres

- Italy – Centres for women, youth guidance, others
    - Some confusion to these groups on which centres to go to
    - Also public employment centres –guidance, counseling, help to find a job
    - Immigrants – support for language training
- Finland – will work with native colleagues on language training, skill training
    - Some coordination with European Union on lmi and sharing of job market information
- Botswana –Funding for training to help unemployed. People may not be aware of it though. Support and training to start your own business. School provide the services – people with disabilities or mental illnesses will be separate, dedicated schools
- NZ – range of specialist supports –from helping those unemployed to PwD – looking at equipment needs and working with employers.
    - Lots of community interactions to develop capacities / processes re migration issues, language training
- Oman – Significant school drop-out rates – need career guidance for students to help with better info and choices on education and jobs
    - Little evidence of some of these groups
- Canada –have both general public employment centres and specialised employment centres for PwD, immigrants and First Nations / aboriginals (also practice in Finland).

TABLE 9

Question 3

- Needs highly dependant on nature of economy

- Need to take account of / confront cultural diversity –need to be careful in implications

- 45+ in Hungary – inactivity can be a rational choice – need to marry career support with alternatives and think about benefit structures

- Highly efficient markets operate for many people – change jobs without need for intervention. Need to ensure responses for those who cannot take account of all barriers (may be eg. lack of self-esteem, inability to structure a work day).

- Issue: Level of investment government government prepared to make and evidence requirement that there is a return to longer term pathways to sustained employment.

- Role of services as advocates.

Key points

- Need to build relationships based on trust and willingness to change between funders and practitioners.
    - Funders willing to recognize different outcomes
    - Pracdtitioners willing to change nature of interventions.

TABLE 10

- 1. Which "groups"?
    - Clarifying which groups is a significant challenge.

- In Poland, rural workers for example, so different groups in different countries. This led us to look at which groups for our countries.

- UK – single mothers, some immigrant communities, low skilled groups, disabled.

- Australia – 2.3m on income support (10%)
    - Disability – 'bad backers', mental illness
    - Unemployed
        - Lone parents
    - In both UK and Australia, big variation in unemployment by region.

- New Zealand
    - Unemployed tend to be multiply disadvantaged
    - Looking at part-time options for disability
    - Sole parents – people do not stay on it for long
    - Major focus on disability
    - Generational dependency in Maori population

- Norway
    - Low skilled, immigrants with language problems, rural unemployed on sickness who are not registered unemployed
    - Disabled

- Poland
    - Disabled people
    - Residents of rural areas both registered unemployed and hidden unemployment
    - Women who wish to re-enter or women who are inactive because they think they can't get back
    - Low skilled in informal economy
    - Start of illegal immigrants

- 2. What is known about their needs?
  - Research is partial (e.g. we know the stats but not real needs; we know more about some groups than others)

- New Zealand – researching older workers
  - Deeper diagnosis needed of needs of each group

- Australia and NZ – indigenous groups researched but not fixed
  - disabilities better researched
  - how services need to connect

- Poland – process of recruiting needs
  - Need better from public employment services

- 3. In EU policy direction – excluded groups involved?

- Australia – yes for disabled indigenous
  - less representation for women re-entering
  - some groups more involved than others in solutions

- 4. What is barrier to implementing?
  - e.g. indigenous in Australia, disconnect between employment services and training services

  - multiple governments

- 5. e.g. community partnerships of various stakeholders coming together

Key Points

- Clarifying which groups is a significant challenge
  - Do we know their needs? – research is partial (e.g. we know the stats but not real needs, we know more about some groups than others)
  - Fixing it? – Disconnect between agencies; local partnerships may help

- Main Point
  - Our understanding of the real needs of varied groups is very partial AND disconnects between different parts of government inhibits effective service delivery(i.e.employment services and training services).

TABLE 11

- Series of differing initiatives often framed within
  - recovery
  - prevention
  - reintegration

- Funding streams for work with identified needs clients readily available compared to other undifferentiated needs groups.

- increasing awareness of bringing all stakeholders together to be part of the solution